Workforce development

Background material

-- Workforce Board system overview

-- Influx of skilled workers from other states, 1995-2000

-- Apprenticeship programs and L&I action plan

-- HECB accountability framework and needs assessment

-- SBCTC and HECB financial aid pilot projects

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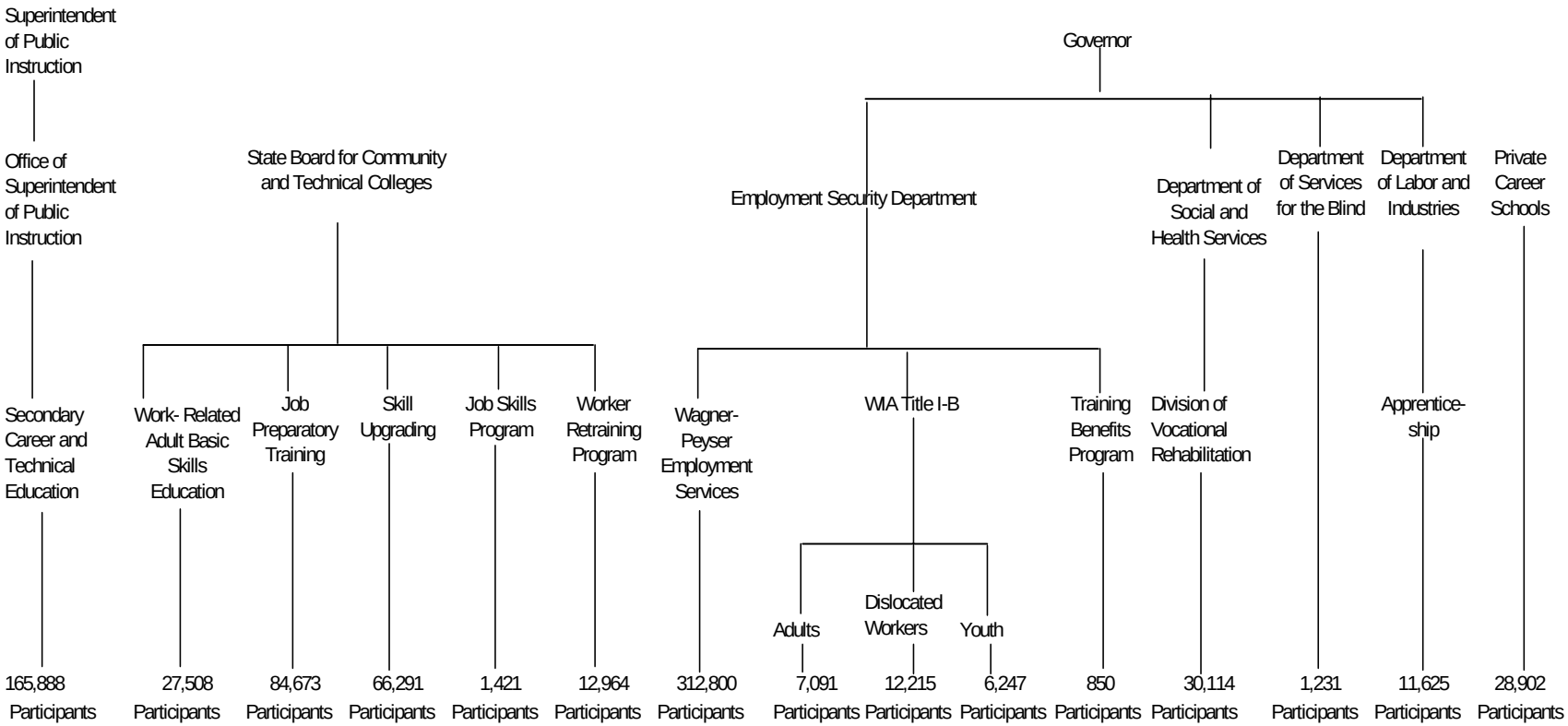
‘Size and Shape’ of Washington’s workforce development system: Part 1 – Organization chart



‘Size and Shape’ of Washington’s workforce development system: Part 2 – Funding from 1997 to 2005

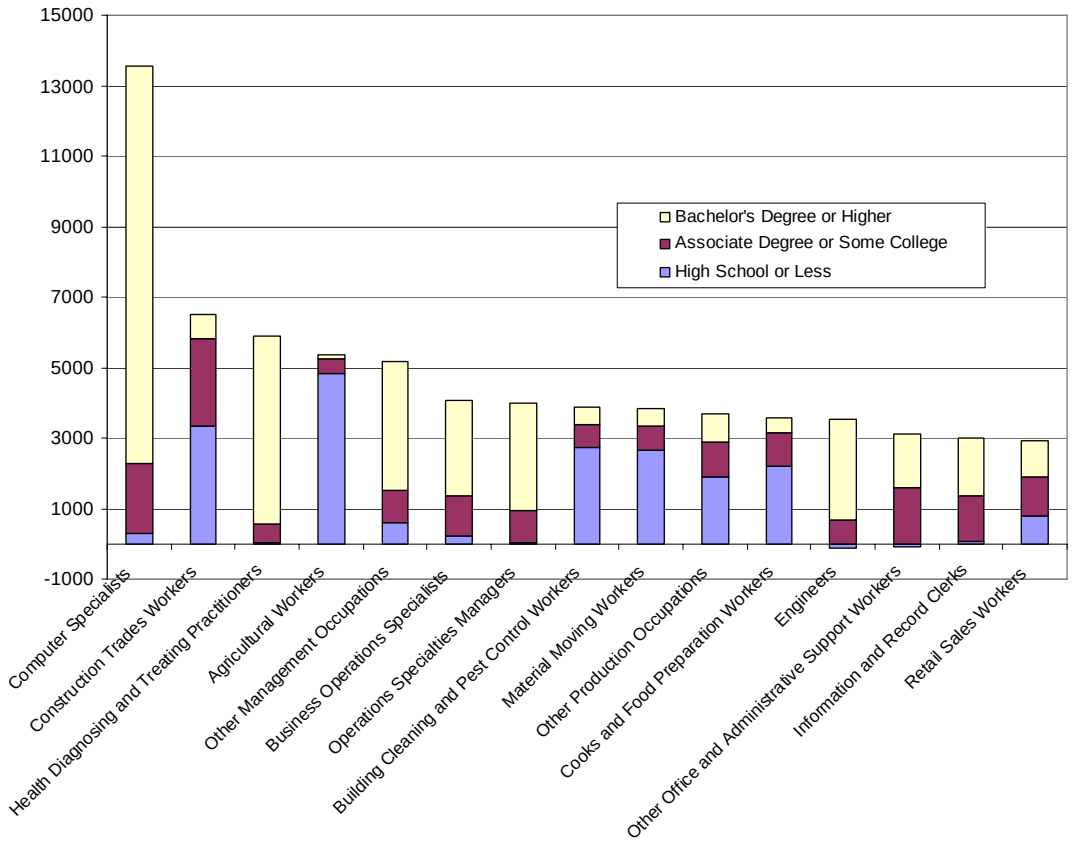
State Operating Agency	Program	1997	1999	2001	2003	2005	Percent Difference 1997-2005
State Board for Community and Technical Colleges	Postsecondary Technical Education	$185,775,000	$198,695,193	$286,448,014	$309,518,000	$338,470,729	82%
	Adult Education and Basic Skills	$75,109,000	$97,971,141	$116,146,45	$85,951,300	$76,253,521	2%
	Carl D. Perkins Postsecondary Technical Education	$9,866,000	$12,364,106	$13,240,995	$13,700,500	$12,891,674	31%
	Worker Retraining Program	$26,810,000	$28,835,000	$28,486,000	$34,225,100	$35,259,100	32%
	Volunteer Literacy Program	$247,000	$246,550	$362,365	$366,000	$436,617	77%
	Job Skills Program	$662,000	$567,000	$567,000	$1,475,000	$1,475,000	123%
Office of Superintendent of Public Instruction	Secondary Career and Technical Education	$254,985,000	$219,651,495	$230,338,000	$242,835,200	$264,844,583	4%
	Carl D. Perkins Secondary Career and Technical Education	$8,515,000	$9,652,601	$9,238,590	$9,655,500	$8,543,656	.34%
	Even Start Family Literacy Program	$1,358,000	$1,725,458	$3,024,795	$2,908,500	$2,764,443	104%
Employment Security Department	Workforce Investment Act (WIA) Title I-B Dislocated Workers Program	$20,532,000	$13,905,356	$27,119,437	$39,395,500	$35,787,000	74%
	WIA Title I-B Adult Training Programs	$16,896,000	$18,909,263	$21,031,292	$25,857,700	$23,000,000	36%
	WIA Title I-B Youth Activities Program	$18,384,000	$19,326,832	$23,156,595	$27,578,700	$25,342,000	38%
	Training Benefits Program	na	na	$20,00,000	$20,000,000	$20,000,000	na
	Wagner-Peyser	na	$15,341,326	$16,179,605	$15,903,400	$15,617,015	2%
Department of Social and Health Services	Division of Vocational Rehabilitation	na	$35,144,633	$46,275,494	$45,898,700	$49,101,381	40%
Department of Services for the Blind	Vocational Rehabilitation for the Blind	$5,903,299	$7,010,229	$6,855,760	$7,672,900	$7,980,184	35%
Opportunities Industrialization Center	Employment and Training for Migrant Seasonal Farm Workers	NA	$1,805,106	$1,954,611	$2,187,800	$2,995,532	66%
Workforce Training and Education Coordinating Board	Carl D. Perkins Technical Education	$631,886	$631,884	$631,886	$631,884	$631,886	0%
Department of Labor and Industries	Apprenticeship	$771,000	$1,037,199	$990,272	$1,050,000	$1,200,000	56%
	Total Public Funds	$627,021,000	$686,488,488	$831,413,670	$866,209,800	$920,312,034	47%

DATA NOTES: Data for funding and numbers of participants are provided by the relevant state agencies and/or published reports.

Higher Education Coordinating Board

Many well-educated workers move to Washington

Washington State Net In-Migration by Occupation and Education Level 1995-2000
Source: NCHEMS Analysis of US Census Data



Net In-Migration

Between 1995 and 2000 over 201,000 22-64 year olds with a Bachelor's degree or higher moved to Washington. During that same period nearly 123,000 left the state.

As a result, net in-migration is 78,000. Of these, 68,000 reported positive earnings.

The 15 occupations with the highest in-migration are shown in the chart and represent half of the net imported workers.

In 8 of the 15 occupations over half the imported workers hold a bachelor's degree or higher.

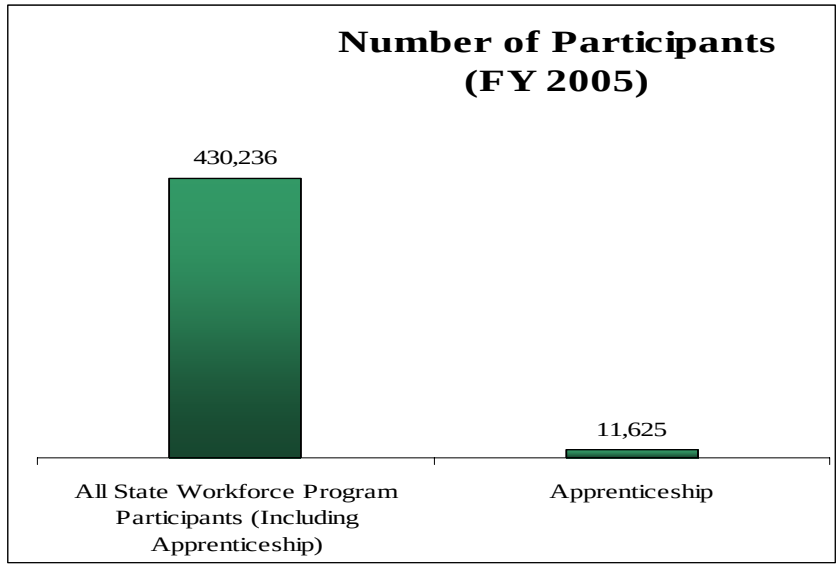
The HECB's next *State and Regional Needs Assessment*, due mid-2008, will include more analysis of in-migration of trained and educated workers. The analysis shown here relies on census data which will not be updated until after the 2010 census is completed.

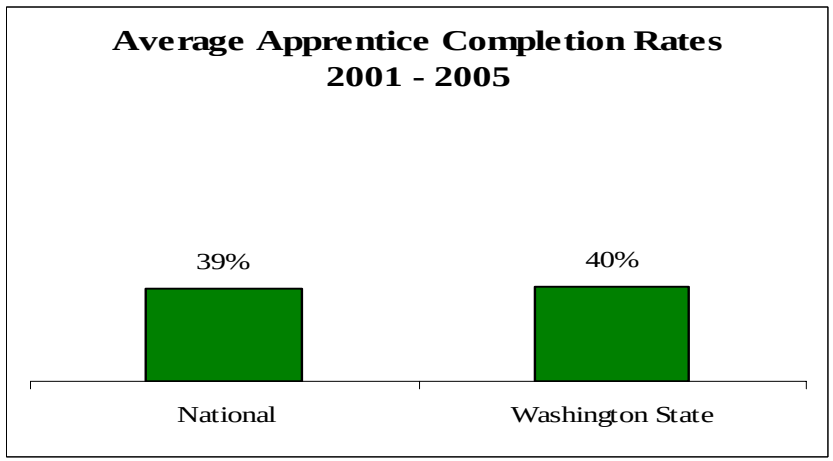
Data notes. *Source: HECB Analysis of data reported by NCHEMS. Total estimated net migration (1995-2000) with positive earnings in 1999 age 22-64. Original Data Source: US Census Bureau, 2000 Census; 5% Public Use Microdata Sample (PUMS) Files.*

Apprenticeship Results

- **High Wages for High Skill Jobs**
  - Apprenticeship graduates earn approximately 88% more than graduates of any other workforce training program.
  - Apprenticeship is a primary method of training skilled construction workers; however, there are programs in health care, engineering and other fields.

- **What We Do**
  - 8 regional apprenticeship consultants and 7 program staff serve approximately 6,500 employers, 11,625 apprentices, and 250 programs
  - We work to provide technical assistance to develop new programs and ensure compliance with federal and state laws.





Apprenticeship Challenges

- **Addressing the Skills Gap**
  - A majority of construction workers are within ten years of retirement age, and employers face long-term shortages. Apprenticeship will be vital in meeting this skills gap by ensuring that there are enough apprentices and employers in the system.
  - Health care apprenticeships are few and have been difficult to develop.

- **Increasing the Number of Employers and Apprentices**
  - L&I must increase employer/employee/educator awareness of the value of apprenticeship as a training model.
  - Pre-apprenticeship programs should be made available to students statewide.
  - L&I must make apprenticeship easier for employers to use.

- **Increase Graduation Rates**
  - Though the overall apprenticeship graduation rate is 40 percent, many programs have graduation rates as low as 5 to 10 percent. However, L&I is just beginning to develop tracking tools for this data.
  - L&I needs to ensure that apprentices receive the training they're promised when they enroll.

Action Plan for Addressing Apprenticeship Challenges

What	Who	When
Set a goal for the creation of two additional health care apprenticeships each year.	Liz Smith	June 2007
Make contact with 50 additional school districts to encourage pre-apprenticeship in the construction trades.	Liz Smith	May 2007
Target marketing to increase the number of employers in key industries using apprenticeship.	Liz Smith	March 2007
Streamline the processes for apprenticeship program start-up and maintenance reduce the administrative burden.	Liz Smith	June 2007
Analyze retention and graduation data to identify problem programs and employers. This will focus our efforts on programs with poor graduation rates.	Trista Zugel	January 2007 June 2007
Develop “best practices” by observing and understanding successful programs, and share best practices with programs with poor retention.	Liz Smith	June 2007

Apprenticeship Background

- Apprenticeship in Washington is governed by the Washington State Apprenticeship and Training Council (WSATC) and administered by L&I.
- Programs combine classroom learning (generally referred to as Related Supplemental Instruction or RSI) and extensive on the job training.
- Types of apprenticeships include skilled construction, protective service (e.g., fire fighter), health care support (e.g., health unit coordinator, mammography/CT/MRI tech), educational support (e.g., para-educator), engineering (e.g., transportation), and maintenance and repair
- Apprentices receive wages, which increase as they progress through their programs, and benefits as they learn their trade.
- Apprenticeship programs range in length from one to five years.
- Apprentices make up approximately 3 percent to 5 percent of all workforce training program participants in the state.
- There are presently 11,108 registered apprentices in Washington in fields such as skilled construction, protective service (e.g., fire fighter), health care support (e.g., restorative aide), engineering, child care
- Not all occupations are suitable for apprenticeship. These jobs must require at least 2,000 on the job training and 144 hours of classroom training.
- Apprenticeship only works when employers are willing to make a significant long-term investment. They must commit structured on-the-job training, supervision and classroom instruction.

Higher Education Coordinating Board

Newly developed higher education accountability framework

Tracking Success – Higher Education Accountability

Improved Performance Monitoring through a jointly approved HECB / OFM accountability framework (May 2006).

1) Developed in collaboration with institutions, COP, OFM and SBCTC

2) Streamlined and focused state performance measures, clarifying state expectations.

3) Performance targets for 2006-07 (CCs) and 2010-11 (four-years) were adopted by OFM and HECB:
   - degrees (associate, bachelor's, high demand bachelor's and advanced)
   - graduation rates (four-year institutions)
   - freshman retention (four-year institutions)
   - undergraduate efficiency (four-year institutions)
   - number completing job preparation programs and improving basic skills

4) Report will include data on successful transfer and outcomes for Pell grant recipients.

5) Includes institution-specific measures of quality defined by each four-year institution.

6) HECB's first report under new framework to be delivered to the Legislature by January 1, 2007.

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Higher Education Coordinating Board

State and regional higher education needs assessment

Assessing Higher Education Needs

The *State and Regional Needs Assessment* (October 2005) describes and quantifies, where possible, employer, student and community needs for higher education. Data is designed to be used by policymakers.

(1) Analyzes need for degree- and certificate-granting programs at all levels, including degrees and enrollments at public and private institutions.

(2) Includes data from the WTECB and the SBCTC on the supply and demand for certificates and associates degrees.

(3) Analyzes data based on 13 regions throughout the state.

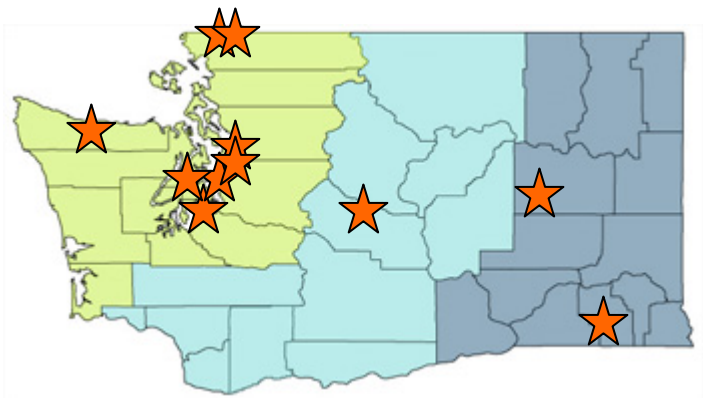
(4) Identifies high demand fields (defined as fields that face the greatest challenges in attracting qualified workers)

(5) Other uses include: Institutions must demonstrate how proposals to create new baccalaureate programs meet the needs identified in this document; Institutions set targets describing the number of high demand degrees they will produce and the HECB reports on progress toward the targets.

(6) The HECB expects to complete an update in mid-2007, with the next full report being completed in mid-2008.

SBCTC Action Plans – Student Success

Opportunity Grant Programs began at 11 colleges in Fall 2006



Analysis

- This fall, 11 colleges enrolled at least 438 FTE students under the Opportunity Grant Pilot Program, designed to get low-income adults on – and further and faster along – the higher education path. Students participate in educational programs, developed through partnerships with industry, leading to degrees and certificates in fields that have proven workforce demands. Students participating in the Opportunity Grant Pilot Program receive services and resources designed to provide comprehensive and innovative instruction and student support services, along with financial assistance that helps them address barriers to higher education experienced by low-income adults but not typically met through more traditional aid programs.

Action

- By October 2007, SBCTC will conduct an analysis of the implementation of Opportunity Grants. That analysis will identify appropriate metrics for monitoring program success.

Higher Education Coordinating Board

Financial Aid Pilot Project for Less-Than-Halftime Students

- Nine institutions participated in pilot
- Report due by Dec. 1, 2006
- Why did students enroll less-than-halftime? Generally work, costs, and family obligations
- If made a permanent feature of SNG - cost estimated at about $1.1-$1.4 million (assists about 4,000 students)
- Selected HECB Recommendations:
  - Make less-than-halftime pilot a permanent feature of State Need Grant.
  - Permit three-credit courses.
  - Conduct a study of SNG student award amounts for all part-time students.
  - Amend the Institutional Financial Aid Fund statute to allow public schools to award institutional funds to less-than-halftime students.

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WASHINGTON HIGHER EDUCATION COORDINATING BOARD

High-demand Enrollments 1999-2006
1999-2001 Biennium
High-demand enrollment grants by HECB to 4-year colleges and universities

Program	College	Enrollment 1999-2000	Enrollment slots funded by high-demand grant	Enroll-ment 2000-01	Enroll-ment 2005-06	Net change from 1999-00	Degrees granted 1999	Degrees granted 2006	Net change	Comments
Special Ed Teacher Training	EWU	0	25	19			34	43	9	Only 14 degrees in 1999-2000; 34 was high point until '05
Mgmt Info Systems	WSU	281	60	382			0	19	19	
Mgmt Info Systems	WWU	0	65	105			0	33	33	

- Enrollments are expressed as annual average FTE
- In 1999-2001, grants were made by the HECB to public community and technical colleges *and* four-year universities for the second year of the biennium
- 1999-2000 enrollment is for the year preceding the commencement of the high-demand grant program

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WASHINGTON HIGHER EDUCATION COORDINATING BOARD

2003-05 Biennium
High-demand enrollment grants by HECB to 4-year colleges and universities

Program	College	Enrollment 2002-03	Enrollment slots funded by high-demand grant	Enrollment 2004-05	Enrollment 2005-06	Net change from 2002-03	Comments
Career Switcher Secondary Math*	CWU - Lynnwood	0	30	16	23	23	
Construction Mgmt BS*	CWU	44	8	46	52	8	
Law & Justice BA*	CWU	302	25	334	324	22	
Math/Science Endorsement*	CWU	104	20	138	143	39	
Resource Mgmt*	CWU	23	7	35	38	15	
Safety/Health Mgmt*	CWU	28	12	39	31	3	
Special Ed & ESL*	CWU	62	25	79	76	14	
Computer/Engr Science	EWU	124	38	197	190	66	
Dental Hygiene BS	EWU	87	6.5	95	94	7	

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WASHINGTON HIGHER EDUCATION COORDINATING BOARD

2003-05 Biennium
High-demand enrollment grants by HECB to 4-year colleges and universities

Program	College	Enrollment 2002-03	Enrollment slots funded by high-demand grant	Enrollment 2004-05	Enrollment 2005-06	Net change from 2002-03	Comments
Physical Therapy	EWU	122	8	152	147	25	
Special ED BA	EWU	108	20.5	110	95	-13	
Tribal Governance MPA	TESC	7	25	16	28	21	
Bioengineering	UW	38	45	87	91	53	
Electrical Engineering BS	UW	381	30	387	399	18	
Informatics BS	UW	0	35	91	100	100	
Nursing BS	UW	144	32	177	171	27	
Pharmacy Doctorate	UW	408	10	438	432	24	
Computer/Software Systems	UW-Tacoma	67	30	134	129	62	
Bioengineering	WSU	5	20	33	32	27	
ESL & Special Ed	WSU	11	19	11	18	7	
Mgmt Info Systems BA	WSU	21	28	29	24	3	

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WASHINGTON HIGHER EDUCATION COORDINATING BOARD

2003-05 Biennium
High-demand enrollment grants by HECB to 4-year colleges and universities

Program	College	Enrollment 2002-03	Enrollment slots funded by high-demand grant	Enrollment 2004-05	Enrollment 2005-06	Net change from 2002-03	Comments
Nursing	WSU	371	40	465	502	131	
Nursing RN-BSN (Web Based)	WSU	0	53	31	52	52	
Pharmacy	WSU	458	46	507	533	75	
Pre-Science/ Pre-Health Science	WSU	828	30	882	863	35	
Viticulture & Enology	WSU	0	45	39	25	25	
Computer Science & Mechanical Engineering	WSU-Vancouver	7	50	56	50	43	
Computer Science	WWU	72	25	105	105	33	
Manufacturing & Supply Chain Mgmt	WWU	22	16	42	30	8	
Special Ed	WWU	127	20	110	135	8	
Technical Writing	WWU	0	9	28	34	34	

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- Grants have not been in place long enough to have affected the number of degrees granted in 2005-06
- In 2003-05, the HECB awarded grants to public four-year institutions; the SBCTC awarded grants to public community and technical colleges
- Central Washington University submitted updated numbers to OFM in November 2006 that reflect changes in methodology from earlier data

WASHINGTON HIGHER EDUCATION COORDINATING BOARD

2003-05 Biennium
High-demand enrollment grants by HECB to regional universities

Program	College	Enrollment 2004-05	Enrollment slots funded by high-demand grant	Enrollment 2005-06	Net change from 2004-05	Comments
Organic Chemistry	CWU		18			
General Studies Social Sciences	CWU		25			
Communication Disorders	EWU		9			
Occupational Therapy	EWU		8			
Physical Therapy	EWU		10			
Master's of Teaching in Secondary Ed-Math & Sciences	WWU		15			
Plastics Engineering – Vehicle Design	WWU		10			

- High-demand enrollment funding was provided in the 2006 supplemental operating budget for the 2006-07 academic year;
- The HECB has awarded grants to the public regional universities and TESC;
- The SBCTC has awarded grants to public community and technical colleges; and
- UW and WSU have received high-demand funds by direct appropriation in the state operating budget

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